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ABSTRACT

This manual provides a framework for training teachers who want to become more skilled in affective education. It is divided into three parts: teacher self-awareness, teacher-student interaction, and teacher-directed group activities. It is designed for use in a two-day workshop. Guidelines for discussions on expectations, responsibility, behaviors and appropriate responses, aggression and teacher stance, communication, and goal setting are presented with suggested time limits and activities. (JD)

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BEHAVIORAL MANAGEMENT

AN

AFFECTIVE APPROACH

(AFFECTIVE EDUCATION TRAINERS MANUAL)

John Heilman

Bob Cole

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ACKNOWLEDGEMENTS

We wish to acknowledge all those teachers and support staff within Santa Clara County Juvenile Court Schools and those throughout the state who have experienced this training in its various and evolving forms.

John Heilman/Bob Cole

and to my wife, Fran. Our relationship is the context for all other relationships and the workshop of what my life is about.

Bob Cole

INTRODUCTION

This manual provides a framework for ideas presented in training teachers who want to become more skilled in Affective Education. The manual is roughly divided into three parts: teacher self-awareness, teacher-student interaction, and teacher directed group activities.

The authors (a school psychologist and a teacher) do not always agree on which elements are most important and in some areas diverge radically in philosophy. However, we share the same fundamental goal to provide an environment in which young people can grow in responsibility and increase satisfaction in their lives.

Working toward a common goal from different starting points has enriched our ability to present this material. The manual is a product of practicing the skills it presents.

DAY ONE

Section I – 1Hour, 10 Minutes

EXPECTATIONS

We respond according to a unique set of perceptions, formed by our values, cumulative and interactive experiences, past decisions and personal needs. Based on these perceptions, we view the world and interact with it. As our perceptions are reinforced they become automatic and expected; a coding system is developed.

Having students become aware of automatic behaviors which restrict learning and impair their relationships to others is a basic purpose of affective education. Part of the teacher's role in developing this awareness is to increase the student's reception to a variety of novel experiences. As reception is affected by perception, the teacher points out how what we perceive differs from one person to the next and how that difference affects us.

To demonstrate this, I want you to sit comfortably and close your eyes.

Close your eyes as you become comfortable.

Thank you.

Between your eyes and just above the bridge of your nose create a mental picture of a yellow box. Notice its shape and placement, what it is doing, if anything.

Good, now open your eyes and come back into the room.

> ***Trainer's Note:*** *Choose one person and ask, "What did your yellow box look like?" Have each of the participants share their visions,* ***all*** *visions are acceptable. Acknowledge each statement without evaluating it.*

Our demonstration showed a remarkable difference of visions, not everyone saw the same yellow box. The question didn't create the results, **YOU** did. Value is created from situations in the same way. Expectations are like images. We have images of the way things should be or not be and for the most part we structure our view of the world and our relationship to it out of these images. Should we view the world as being hostile and full of struggle we will allow into our experience that which reinforces that view and reject that which does not.

In this training we will explore our expectations, ideas about how things should be or how we want them to be. These effect the value we derive from all life experiences.

Using the paper provided in your workbook, write down your expectations from this program.

> ***Trainer's Note:*** *Allow 2 minutes for this exercise. Do not talk except to answer questions related to the activity. Give a 30 second warning before the end.*

Great, thank you.

Please write at least one unreasonable expectation. Include in this something you're sure we can't give you or won't happen. This inclusion will effect the value you receive from our training.

Section I (cont.)

EXPECTATIONS

Trainer's Note: *Allow 30 seconds. Take a few moments to finish up.*

Will what you have written limit the value you expect to receive from this program? Can you experience this (or not) and still receive value from the training?

Trainer's Note: *Ask one person to share what they have written. Help them express this if necessary. Suggest that a person can deal with or solve a situation by making it a question or goal.*

Look at all your expectations and see how many you would be willing to give up.

Of the remaining expectations, choose one as your highest priority and rewrite it as a ***goal*** for this training.

Trainer's Note: *1½ minutes with a 30 second warning. Have each participant share their goal. Begin with a volunteer and have them choose who is to share next from the persons to their right or left.*

What you have done is to provide direction, a purpose for yourself in this training. You have opened up or expanded your ability to get value from this training.

Maslow's Hierarchy:

Abraham Maslow, philosopher, psychologist and sociologist defined a hierarchy of human needs. He maintained that a safe and secure environment is necessary before any effective learning and self-exploration can take place; and his sequence moves from basic needs which man shares with the rest of the animal kingdom to the highest level of human achievement.

We use Maslow's hierarchy in creating a foundation for affective education. This hierarchy is presented, with descriptors, in order of ascending needs.

1. Physical needs: food, health, sleep, shelter
2. Safety: security, freedom from fear
3. Inclusion: love, belonging, acknowledgment, approval
4. Respect: self-esteem, recognition, independence, control
5. Learning: knowledge, understanding
6. Self-actualization: full development, appreciation of beauty/others

In Maslow's hierarchy no single need can be met until the prior need has been fulfilled. Learning, near the top of the hierarchy, cannot take place with an individual whose primary concern is meeting physical needs of food or shelter.

Our purpose in this training is to learn how we may assist students in meeting those needs which prevent learning from taking place.

********** ***A Natural Break Falls Here*** **********

Section II – 1 Hour, 30 Minutes

RESPONSIBILITY DEFINED

When we hear the word ***responsibility***, most of us shudder inwardly. We immediately visualize an image of our parents who constantly called upon us to account or answer for our actions. We hear the shouldn'ts and oughts from the old "parent tapes." ***Here*** we look at responsibility not as blame, praise, guilt or credit, but as a constant human function like breathing or metabolism. This is a cold, logical "bottom line" description that does not take into account outside influences; the effects of child neglect/abuse, behavior modification programs or factors outside the individual. It does not deal with concepts like freedom of choice or the connection between refined sugar and hyperkenesis. It is as simple as 1=1. I do as I do, not what anyone else does. You do whatever you do for whatever reasons. We are the source of our own actions and each of us is ultimately responsible for ourselves.

Here are two applications for this simple concept in education. The first is clearing up the confusion that frequently causes teacher burnout, the second assists in facilitating a humane system of behavior management in the classroom. We'll deal with confusion first.

Professional teachers are very conscious of their personal responsibilities. These are identified as maintaining appropriate behavior in the classroom while providing academic experiences that increase student achievement levels.

Teachers rate their effectiveness by student behavior and progress. This is strengthened by colleagues who share informal observations about students, by administrators who base evaluations on student behavior/progress and the quality of interpersonal relationships. Teachers work on a feedback system, receiving praise/credit or blame/criticism and react accordingly to improve their work.

This can be clearly seen in the area called ***classroom control***. A teacher faces the impossible task of controlling the behavior of 12 to 30 other human beings. At best this puppet/master role is going to be tiring and frustrating. Often the teacher feels anxious and unable to cope when attempting to do the impossible. This in turn is coupled with guilt about not doing his/her job ***as well as it is supposed to be done***. (Hear the parent tape?) The teacher begins to see the inappropriate behavior of his/her students through rose-colored glasses, denying this behavior to peers and minimizing it to themselves.

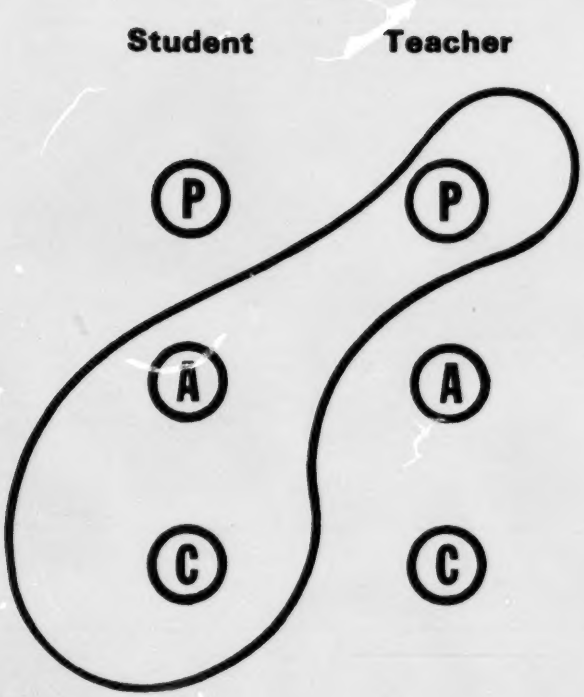
Anxiety, guilt and denial resulting from assuming responsibility for student behavior can end in what is often called teacher burnout. Progress toward burnout/job dissatisfaction, has its roots in human ego. The ego acts as our survival monitor and refuses to accept blame because blame is a threat to its survival. Praise is a different story and is accepted rapidly through fear of not being issued or received again for the same behavior/activity.

When threatened, the ego turns to what Jung calls the hero archetype. This natural insulator makes us behave as though some outside force will step in and make things right. At the same time the ego blames others for our failures. The end product is a person looking for salvation outside him/herself; an in-service presenter, textbook or new principal.

Students have their own way of feeding into this process. They frequently attempt to abdicate responsibility for their actions in many subtle ways. As an example, the transactional analysis model for ego states tells us that teenage children will use your "parent part" to make whole their incomplete personality. *(Figure 1)*

Figure 1

SYMBIOSIS



Section II – (cont.)

RESPONSIBILITY DEFINED

This is known as a symbiotic relationship. It can be a way in which a student gives the teacher control over his/her actions, so the teacher's parent ego state moderates student action. If allowed to continue, this relationship limits the student's ability to exercise responsibility. These relationships are often fostered by both teacher and student. Some students see controlling their behavior as threatening and set themselves up to be caught misbehaving. An authoritarian teacher might get great satisfaction from ***"catching"*** this student. This teacher is comfortable in his/her critical parent role, and gets praise/credit for ***"controlling"*** his/her class. On the other hand, a teacher acting as a nurturing parent will be recognized for being kind, patient and understanding. Given an extreme need to be loved, a nurturing teacher is constantly trapped into rescuing the student who sets him/herself as a victim. The student does not experience responsibility in either case, and in both cases the teacher accepts the burden of directing another life. Depending on your frame of reference, this type of directing is either unhealthy, unethical or impossible.

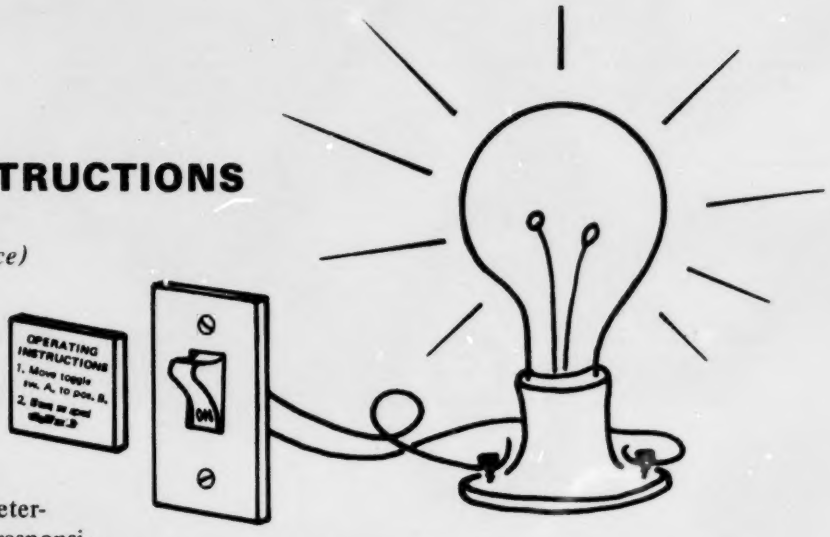
A failure set up exists as long as teachers view responsibility as synonymous with liability. Teachers with any ego strength attempt to cover failure anxiety with denial, and few can withstand this pressure situation for very long. Headaches, anger, depression and sick days become more frequent, and eventually result in a distasteful job situation and the birth of another real estate salesman.

Lets take a look at how this affects us. What specific things create a bad day for you? What leaves you exhausted, frustrated and discouraged at the end of the day?

> ***Trainer's Note:*** *Have each participant give a short answer to the question, "I feel like I've had a bad day when _____. Run this whip around the room.*

When responsibility is associated with "source," teachers can view their job and student behavior with new freedom. This new responsibility association redefines the professional roles and purposes of teachers in terms of personal behavior and goals.

OPERATING INSTRUCTIONS



***Introduction** (Point of Reference)*

So we can develop an environment which produces responsibly behaving students, we present a new idea: ***Operating Instructions.***

The first step to achieving this in the classroom is for you to determine your own relationship to responsibility. Teachers monitoring classroom behavior must know what their teaching and personal needs (e.g., safety, quiet, etc.) are. Children have to be viewed as possessing a need to learn. The teacher's task is to discover growth areas. It's the child's responsibility to grow.

It should be clear that when we don't assume rules made for us, we make our own. For example, how many of you follow the 55 m.p.h. speed limit? We all have reasons for why we don't; e.g., "no one else is," "I have to keep up with traffic," "I'm late so I can drive faster," etc. Can you think of any others?

Trainer's Note: *Allow time for responses.*

Great! As you can see, we make up rules to suit our convenience. In fact, when we don't feel we have control of the rule, but rather it controls us, we break it so we can be in control. Your students do this when ***they must*** follow your rules.

We all want to do whatever we can to establish a safe and secure environment for learning. Show students that what they do effects others and when they cooperate they can help each other. Often we break rules and act inappropriately as a means of defending ourselves from perceived attack. This can come in the form of physical attack, but usually it shows psychologically as failures, put-downs and invalidations. These don't appear real except in the child's mind. Give your students an opportunity to work together and with you. In this way they establish rules and gain control. After all, ***they*** are the stars of the show!

"Rules" often carry a negative connotation. Therefore we introduce the term ***Operating Instructions.*** In a classroom the operating instructions relate to developing an environment which produces the desired result; e.g., openness to learning, cooperation and safety.

Trainer's Note: *At this time model the process by developing operating instructions for the training with participants. Depending on the nature of the group they either have the choice of staying or not staying if they think that their needs will not be met in this training. Note that what you want is for them to be where **they** need to be. Do not use this if attending the training is mandatory for the group as a whole.*

********** ***A Natural Break Falls Here*** **********

Trainer's Note: *Acknowledge people for returning on time.*

Section II (cont.)

OPERATING INSTRUCTIONS

Close involvement with students and the high number of frustrating circumstances found in the classroom cloud and confuse a teacher's professional purpose. It is not uncommon to find teachers locking themselves into power struggles with students, or becoming involved with "rescuing" children, performing a martyr role or turning bitter against administrators. Teachers having a clear goal are free from these pressures. Goal clarity may not be achieved in a short period of time. When the school or institution's educational goal isn't established how can teachers be expected to set goals for themselves? Ultimately the solution to this problem rests with the individual teacher who makes observations and in turn sets his/her own educational goal. This is not easily accomplished and those who are able to master it will sometimes find themselves in conflict with the school or institution's educational purpose and seem to manage very well. Teachers with a clear purpose release themselves from numerous traps and the intent of their work may be communicated clearly to students.

Teachers facilitate learning. They don't keep students off the streets or solve their personal problems. They need not be loved or feared; rather they maintain a safe and secure environment conducive to learning. Teachers communicate their goals or goal confusion to students. Communication research shows 7% of communication is carried by word content; 38% by voice tone, inflection, volume, and 55% by facial expression and body language. For all practical purposes this 55% is impossible to fake and students easily read a teacher's purpose or goals. The teacher who knows his/her job is to facilitate learning attends very efficiently to classroom operating instructions, however subtle.

We use the term ***Operating Instructions*** in place of rules. These were set up for our meeting earlier.

Trainer's Note: *a) Ask for response using these prompts if necessary:*

1. *How was our purpose established?*
2. *How were group members considerations/objections satisfied?*
3. *Were effects discussed?*
4. *How was unanimity on following instructions achieved?*

b) Allow for questions. *(See next activity page 6 in participant workbook.)*

A process for developing ***classroom*** operating instructions follows (see page 7).

1. Having explained the school's goals, the teacher asks for class response on examples of these situations, i.e., "What does a safe class look like?" "What is happening in a quiet class?" Discuss all responses.

For those children who don't need quiet, suggest they are among the lucky few who can work under all conditions. Since they do this well, perhaps they can offer solutions to help those in the class who can't. This approach is not a threat but simply gives them the opportunity to help others.

Trainer's Note: *Aggression responses will be discussed later on day number 1.*

Allow consideration for everyone's position. Putting down a person's position invites defense overtly or covertly.

Section II (cont.)

OPERATING INSTRUCTIONS

2. Condense these responses to a few instructions and have students copy them from the board. Now you have a contract for students to sign.

3. Show examples of not following instructions. Make sure they are clear and concrete.

4. Discuss consequences and reach agreement with students. Show that these are designed not as punishments but as aids in helping people do well in school. They are signals to let us know the process of producing results. They keep us on course.

Listen to all disagreements. Everyone should have a chance to see conditions that cause trouble in following instructions. Develop a system where students can communicate when they can't follow or modify instructions that aren't working.

5. List the rules in positive terms on a large poster. Move the poster every few days so that it will not become "invisible."

6. When a new student arrives, have a peer explain the rules. The best student for this is the one who has the greatest difficulty following them. This person offers the best reinforcement because he/she has had more experience with the process.

********** *A Natural Break Falls Here* **********

Section III – 1 Hour, 15 Minutes

(For delinquent students, for use with regular students see appendix A.)

BEHAVIORS AND APPROPRIATE RESPONSES

We don't expect the establishment of operating instructions to cause immediate dramatic improvement in student behavior. Students will test ***any*** set of rules or operating instructions. Delinquent students will be more likely to test rules than those enrolled in regular school. We will now present a method of helping students either unable or unwilling to participate constructively in the program. Teachers frequently experience frustration when a technique that works perfectly with one student has no effect on another. A review of research on delinquent youth reveals two studies which apply. First is Dr. Richard Polk's, the second is from the California Youth Authority.

Trainer's Note: *Refer to figure 2 and have participants see page 9.)*

Polk suggests that the majority of delinquents fall into two categories. The low social-value, high self-control group is power oriented. They seek to control all situations they encounter. Typically they belong to a subculture and adhere closely to its rules. The term "gangster" broadly fits them and they are 40% of the delinquent population. Polk proposes control from a position of calm power, setting structures and limits tightly, and enforcing consequences with absolute consistence.

California Youth Authority research on the Interpersonal Relationship Level System, (i.e., "I Level System") enlarges on Polk's perception. I-3 students, (Polk's gangsters) are divided into three subtypes:

Section III (cont.)

BEHAVIORS AND APPROPRIATE RESPONSES

1. ***Immature Conformist*** – A youth who fears and responds with strong compliance to peers and adul. ıe/she think have the "upper h ınd" or seem more adequate and assertive. He/she consider themself to be lacking in social "know how" and expect rejection from othe: ın spite of all efforts to please them.

2. ***Cultural Conformist*** – Sees him/herself as delinquent and tough. They are willing to "go along" with others (gangs) to earn status, acceptance and maintain "a reputation."

3. ***Manipulator*** – Tries to undermine or circumvent the efforts/directions of authority figures. Manipulators don't conform to peers or adults and attempt to become leading "power figures" for themselves.

This third type of I-3 student is expert at manipulating pe ople. Manipulators are skilled con artists and marioteers and their attempts at violating operating instructions must be handled calmly and assertively.

Trainer's Note: *Demonstrate in role play.*

This student group has very concrete perceptions a ıd it is important to have clear visible consequences they can understand and relate to.

The next type of delinquent is defined as "neurotic" by Polk and makes up 40% of the delinquent population. They are basically seen as people who would conform to societal norms except for emotional pressures. Alcohol and drug abusers are included in this category. Their offenses consist of property crimes such as car theft or burglary, as opposed to personal crimes, armed robbery/assault. In Interpersonal Relationship Level terms, these students are called I-4. They possess more self-awareness and potential for self-direction than I-3 students. There are two major delinquent subtypes at the I-4 level.

1. ***Acting Out*** – The first denies to self and others conscious feelings of inadequacy, rejection or self-condemnation. He/she does this by verbal attack and/or boisterous distraction plus a variety of "games." This type is referred to as "acting out."

2. ***Anxious*** – The second shows various symptoms of emotional disturbance, chronic/intense depression or psychosomatic complaints. Tensions and conscious fears are produced from conflicts of failure, inadequacy or underlying guilt.

It is necessary for this student to perceive his/her state of responsibility which can be achieved by support (not collusion). This is accomplished by having the student work through his/her upsets to meet obligations.

Trainer's Note: *Role play this I-4 student/teacher problem using a confrontive rather than supportive approach.*

Now we will examine the last two categories of Dr. Polk's model. Polk calls the person with high controls and social values a "one timer." (10% of the delinquent population). This individual could be at any I-level, but not necessarily a delinquent subtype. This student does not present problem behaviors.

Section III (cont.)

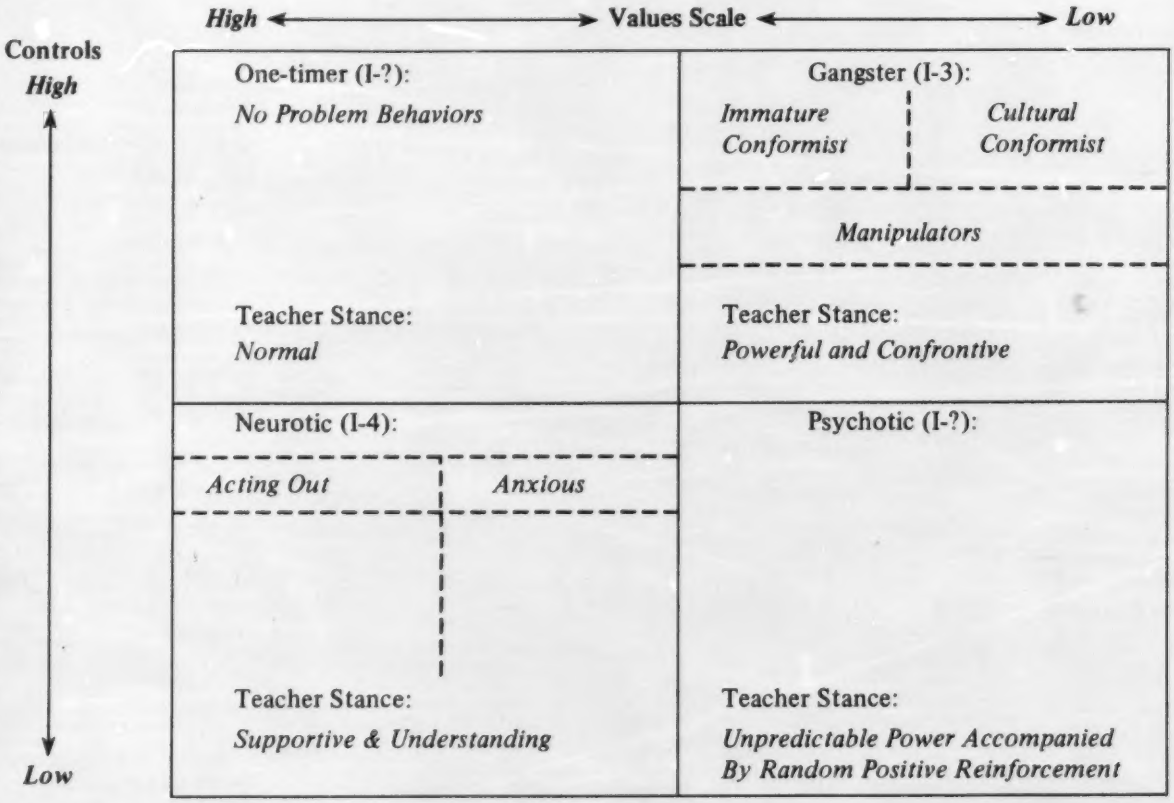
BEHAVIORS AND APPROPRIATE RESPONSES

A Transitional group between I-3 and I-4 might be labeled "psychotic" (10% of the delinquent population). California Youth Authority researchers admit confusion about placing this group in the Interpersonal Relationship Level System. Dr. Polk suggests the most productive approach to help this student is an unpredictable power stance accompanied by random positive reinforcement.

> ***Trainer's Note:*** *Divide participants into small groups to role play student/teacher interactions involving I-3 and I-4 types of behaviors. Have one member of each group act as a reporter to note responses of the other group members. At the end of the activity have the reporter give his/her observations.*

Figure 2

TEACHER/STUDENT MATRIX



********** *A Natural Break Falls Here* **********

Section IV – 40 Minutes

AGGRESSION/ANGER/TEACHER STANCE

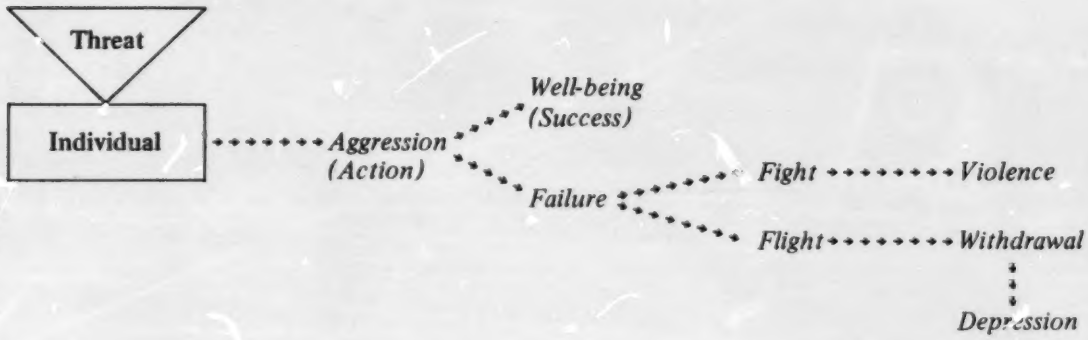
Trainer's Note: *Acknowledge participants for returning on time.*

To evaluate student and teacher interactions we offer two useful diagnostic concepts. The Aggression Model shows the human process we all use when faced with unmet needs. Frequently it's difficult for a teacher to see what the student views as threatening. Cultural differences or emotional confusion contribute to this situation. Careful review and consultation with a colleague helps to resolve the confusion.

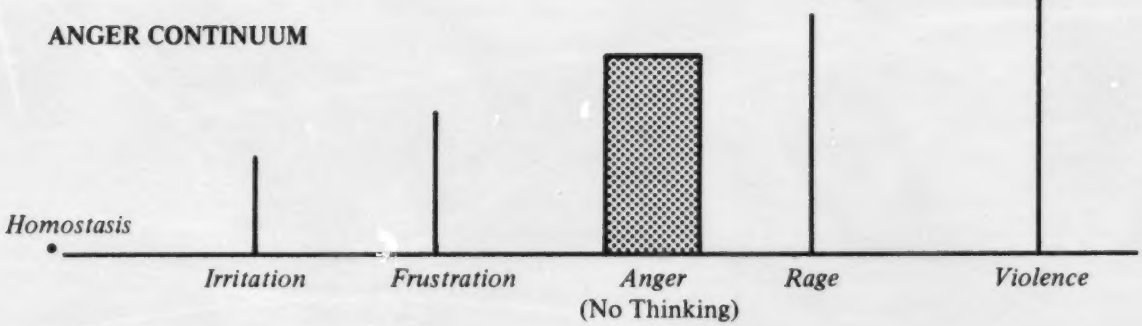
Trainer's Note: *Have participants turn to figure 3 on page 10. Use figure 3 for explanation.*

Figure 3

AGGRESSION MODEL



ANGER CONTINUUM



Definition of Terms:

Homostasis – Calm, peace, literally "standing the same"

Irritation – Minor discomfort

Frustration – Significant denial of felt need

Anger – The strong emotion, precluding thinking, resulting from a perceived threat

Rage – The expression of anger by the individual

Violence – Rage moved to the point of harm to other persons and property

Section IV (cont.)

AGGRESSION/ANGER/TEACHER STANCE

The Anger Continuum forms a subset of the Aggression Model at the point labeled failure. Students' behavior is observed as they move along the Continuum from irritation to anger. Rigid posture, foot-tapping, clenched fists, name calling (of self or others), are observable indicators of growing frustration to anger. Anger and thought are incompatible, so to defuse the anger ask a question or set the student to a task that requires thinking.

Trainer's Note: *Role play signs of anger and intervention.*

Teacher Stance

Teachers' basic attitude toward students is authoritarian at one extreme and nurturing at the other. Research indicates students learn better from nurturing teachers, but these usually burn out after two years of working with behaviorally difficult students.

Trainer's Note: *Ask participants to line up on a scale according to how they see themselves, nurturing or authoritarian.*

Our discussion has stressed the need for adjusting this stance so we can achieve maximum results. It's important to be nurturing in assisting an I-4 student to regain self control, but this would be disastrous with the I-3 who is trying to gain power in class.

This constant movement is exhausting unless the teacher is very clear of his/her purpose and recalls exactly who is responsible for behavior.

Trainer's Note: *Ask for questions in this area and summarize the points covered so far.*

1. *Expectations and how they serve as barriers to learning.*
2. *Basic human needs in terms of Maslow's Hierarchy.*
3. *Attending to basic needs of safety and security as they apply to responsibility.*
4. *Operating instructions as they create an environment conducive to students acting out their own sense of responsibility.*
5. *Various types of delinquents and the more effective strategies in dealing with problem behaviors.*

Preview topics for the next day – communication and affective education. Reach agreement on meeting promptly.

********** ***A Natural Break Falls Here*** **********

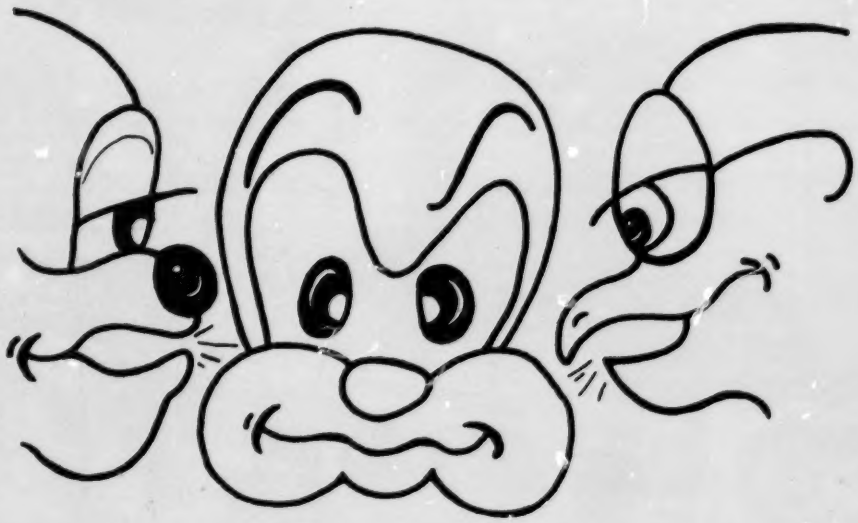
DAY TWO

Trainer's Note: *Acknowledge participants for being on time. Then begin positive acknowledgement exercise.*

Section I – 1Hour, 30 Minutes

COMMUNICATION

The ability to positively acknowledge others easily and gracefully is part of effective communication and essential today in building a healthy learning environment. We will discuss communication today in our learning environment. We will begin by positively acknowledging someone in the group.



Trainer's Note: *Direct activity, having each participant positively acknowledge another, or the leader, for some known trait or action, or for something observed the previous day. All acknowledgements are to be straightforward positive statements.*

Day one activities presented and practiced appropriate communication styles for various situations. This communication allows students to realize their responsibilities for behavior, and keeps the teacher clear (not in conflict) with educational purpose.

Dr. Paul Gordon presents the window of learning concept. He believes learning or communication takes place when both teacher and students are relatively "problem free." He uses the example of a window with a shade at top and bottom.

Trainer's Note: *See figure 4 on next page. Have participants turn to page to page 12.*

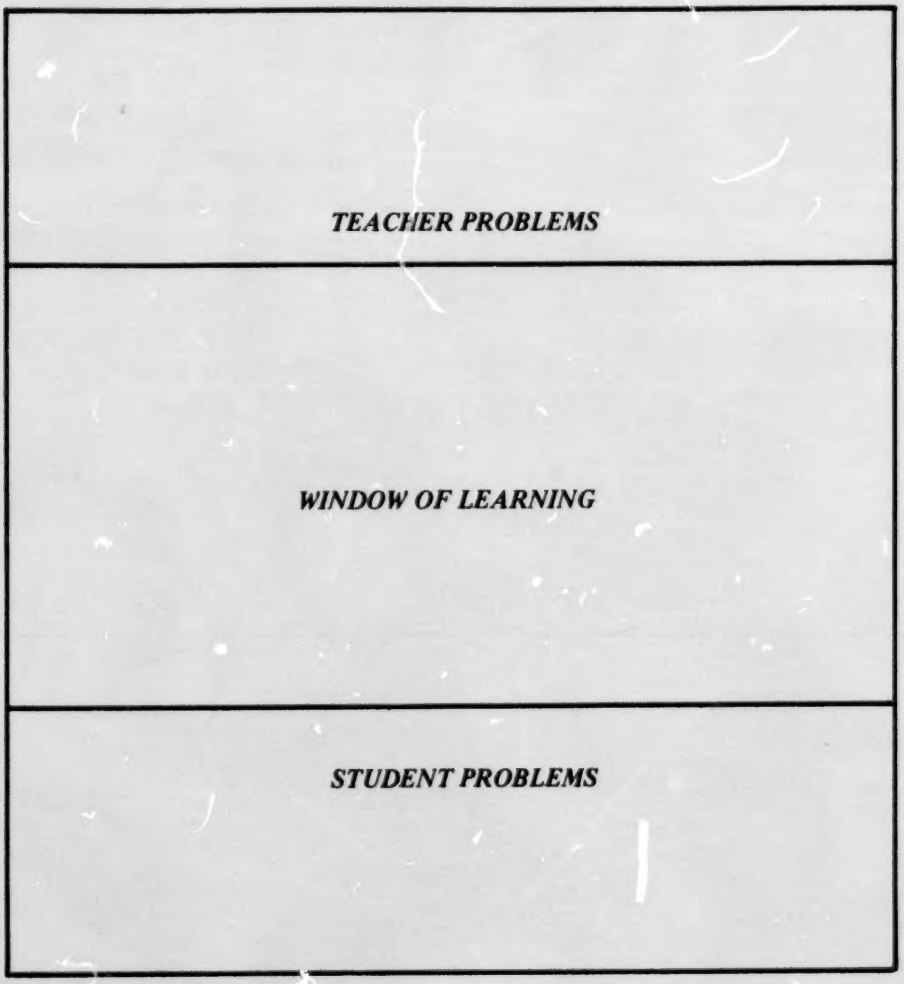
The shades represent problems faced by teacher and student. These unroll as problems multiply and increase with intensity. Learning takes place in the space between the shades; it becomes obvious that more room for learning is available if the problem area becomes smaller. The teacher's task is one of assisting the student in rolling back the problem shade so the window of learning is enlarged.

It is clear that what Gordon calls problems, we have been considering under the general category of unmet needs in Maslovian terms.

Gordon sees twelve common roadblocks in communication that do not reduce the problem areas, but increase them.

Section I (cont.)

Figure 4
WINDOW OF LEARNING



Trainer's Note: *"Language of Unacceptance," Gordon's 12 Roadblocks To Communication on workbook page 13. See figure 5 on next page.*

Section I (cont.)

Figure 5

"THE LANGUAGE OF UNACCEPTANCE"
THE TWELVE ROADBLOCKS TO COMMUNICATION

The thousands of possible unacceptance messages that a teacher can send can be classified into twelve categories. These twelve kinds of messages tend to block further communications; they slow down, inhibit, or completely stop the two-way process of communication that is so necessary in helping students solve the problems that interfere with learning.

Suppose a student is having a difficult time getting an assignment completed. In one way or another he communicates that he has a problem; it is really bothering him. Following are five typical teacher responses that communicate unacceptance. We have lumped these five types of responses together because in one way or another they all offer a solution or solutions to the student's problem.

1. Ordering, commanding, directing. Example: "You stop complaining and get your work done."
2. Warning, threatening. Example: "You'd better get on the ball if you expect to get a good grade in this class."
3. Moralizing, preaching, giving "shoulds" and "oughts." Example: "You know it's your job to study when you come to school. You should leave your personal problems at home where they belong."
4. Advising, offering solutions or suggestions. Example: "The thing for you to do is to work out a better time schedule. Then you'll be able to get all your work done."
5. Teaching, lecturing, giving logical arguments. Example: "Let's look at the facts. You better remember there are only thirty-four more days of school to complete that assignment."

Now examine the next three categories. They all communicate judgement, evaluation, or put-downs. Many teachers firmly believe that it is helpful to a student to point out his faults, inadequacies, and foolish behaviors. Three kinds of messages are employed for this purpose:

6. Judging, criticizing, disagreeing, blaming. Example: "You're just plain lazy or you're a big procrastinator."
7. Name-calling, stereotyping, labeling. Example: "You're acting like a fourth-grader, not like someone almost ready for high school."
8. Interpreting, analyzing, diagnosing. Example: "You're just trying to get out of doing that assignment."

Two other kinds of messages are attempts by teachers to make a student feel better, to make a problem go away, or to deny that he even has a real problem:

9. Praising, agreeing, giving positive evaluations. Example: "You're really a very competent young man. I'm sure you'll figure how to get it done somehow."
10. Reassuring, sympathizing, consoling, supporting. Example: "You're not the only one who ever felt like this. I've felt that way about tough assignments, too. Besides, it won't seem hard when you get into it."

Section I (cont.)

Figure 5 (cont.)

The most frequently used roadblock of all is probably category 11, even though teachers realize that questions often produce defensiveness. Also, questions are most often used when the teacher feels she needs more facts because she intends to solve the student's problem by coming up with her best solution, rather than help the student to solve the problem himself.

11. Questioning, probing, interrogating, cross-examing. Example: "Do you think the assignment was too hard?" "How much time did you spend on it?" "Why did you wait so long to ask for help?" "How many hours have you put in on it?"

Category 12 consists of messages that teachers use to change the subject, divert the student, or avoid having to deal with the student at all.

12. Withdrawing, distracting, being sarcastic, humoring, diverting. Examples: "Come on, let's talk about something more pleasant." "Now isn't the time." "Let's get back to our lesson." "Seems like someone got up on the wrong side of the bed this morning."

From: *T.E.T.*
Teacher Effectiveness Training

By: *Dr. Thomas Gordon*
Peter H. Wyden/publisher, New York

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Gordon recommends active listening to help roll back the window shade of student problems. Active listening consists of:

1. Not using roadblock techniques
2. Listening in silence or using "empathetic grunts"
3. Asking check-out questions to be sure what the student sends is correctly received

Trainer's Note: *Role play the technique using roadblocks first, then active listening. Invite discussion.*

"I" Messages

Active listening aids the student in rolling back problem shades. The "I" message is responsibility-taking, the opposite of a "you" message. An irritated or frustrated teacher tells a student/class, "be quiet or else," or "you're acting like a bunch of kids." These messages fall under the Twelve Roadblocks, indicating the teacher has a problem. Students are having a good time and are unaware their activities give the teacher problems. Gordon suggests a three-part message to:

1. Clearly identify the problem
2. Place responsibility for the problem with the teacher
3. Allow the teacher to vent anger and move him/her back along the Anger Continuum to normalcy

Section I (cont.)

"I" Messages (cont.)

"I" message form is: "when" (student behavior), "then" (tangible effect), and "I feel" (teacher's feeling). Or "When you ____, then I feel ____ because ____."

The communication benefit here is that the teacher is forced to identify what's bothering him/her, and zero in on the experienced emotion. This introspection is of help for finding a solution to the problem.

As the "I" message allows the teacher to accept responsibility for feelings and behaviors, it puts responsibility for problem solution on the student or class. Using this model, when a problem occurs, the students have the choice to either change their behavior, explain why it is appropriate, or accept the consequences for their actions. The technique has positive results, even with I-3 students. Reasoning is that the "I" message passes power for the situation to students. With power and no threat, appropriate resolution is obtained.

********** *A Natural Break Falls Here* **********

Section II – With Laslow, 50 Minutes; Without, 30 Minutes

AFFECTIVE EDUCATION

RATIONALE AND ELEMENTS

Operating instructions and utilization of communication techniques including "I" messages, active listening and appropriate confrontation methods brings about an environment that is supportive to teachers and students. This is a realization of responsibility. Teacher and student both grow in ability to function in society. A large part of setting up an environment conducive to learning is the affective education component designed to meet specific needs of hard-to-reach students.

PUTTING ON THE WINGS TO FLY !

As a society we are naturally reactive. We spend billions making plans for things that go wrong, but very little to discover how to prevent the problem in the first place. Like automatons we respond to crises such as "teenage alcoholism" and develop problem solving programs. We then react to "LSD drug abuse," "Marijuana drug abuse," "PCP drug abuse" and so on. Our preventive programs are reactive and last as long as the problems or their symptoms continue.

Fighting fires is less effective and more costly than preventing them in the first place. People do what they do in response to some need or combination of needs.

Section II (cont.)

AFFECTIVE EDUCATION
RATIONALE AND ELEMENTS

> ***Trainer's Note:*** *Use Laslow section and figure 6, below, for incarcerated/children's shelter trainings. Do not use Laslow section for regular students and continue to* ***Three Elements of Affective Education.***

When the basic human needs developed by Richard Laslow (Yale University) are not met, people behave in any manner necessary to meet them. Should these needs be obstructed through socially accepted channels then they will be resolved by less appropriate means.

> ***Trainer's Note:*** *Introduce figure 6 here. Have participants turn to page 15 in their workbook.*

Figure 6

LASLOW'S EIGHT HUMAN NEEDS

Affection:	Through parents and siblings, boy and girl friends
Respect:	For the first timer, loss of respect at school and home. For the repeater, loss of respect for having been caught.
Power:	These kids have no sense of power in a world where they must go and do whatever they're told.
Skills:	These brought them here in the first place. In any case, they exercise whatever skills and hobbies they might have had before they were locked up.
Rectitude:	A feeling of having done well. Unless jail is the goal, these kids have little sense of having done well.
Wealth:	All they own is taken away. They even wear underwear worn by someone else.
Health:	Many of these kids are self-medicating through drugs or alcohol and will be going through physical and psychological withdrawal. In close quarters they pick up each others' colds and diseases.
Learning:	There's little room left for learning with worry about what's happening with family and friends, concern over court date and familiar supports missing.

With these needs erased, it's no wonder the student acts out. Most people can do little else but fail or behave inappropriately in this situation. Affective education is designed so students discover appropriate means for meeting their needs. A well planned program also provides a safe and secure environment in which affective skills are nurtured.

The result is less student resistance to teachers/tasks, increased cooperation and reduction of inappropriate behavior. Most affective education programs are based on 3 areas, self-awareness, awareness of others and clarification of values.

Section II (cont.)

AFFECTIVE EDUCATION RATIONALE AND ELEMENTS

Trainer's Note: *Introduce figure 7, chart of Affective Education Program Elements on this page. Have participants turn to page 16.*

The Three Elements of Affective Education

Self-Awareness is a process where individuals become aware of the automatic life patterns they have established and which currently run their lives. These automatic life patterns have incorporated Maslow's basic needs. Some are appropriate, some are not; while others are correct under limited conditions. Still others were effective but are no longer. The affective education program makes students aware of their responses (automatic) to situations and in evaluations relating to personal values. This is done so the student can learn to control responses in relationship to environments. Students also realize that a freedom of personal choice to response exists in their lives.

Awareness of Others, or "sensitivity" assists us to discover that we are all basically alike except for our own personal histories. We learn about ourselves through observing others, this also relieves the burden of thinking we are all alone. We won't hide who we are if we can see ourselves in others. "Respect" is included because as students discover what makes others function they may use this information as a weapon, e.g., when a person discovers what will upset another this knowledge can be used against them during arguments.

Values Clarification is a process where the student becomes clear about those values which he/she has chosen and how they direct their lives in response to those values.

Until basic needs are met within the areas described by Maslow (safety and security, love and belonging, respect and self-esteem), there is little room to acquire knowledge and understanding let alone self-actualization. We emphasize that the degree to which our needs are attended to determines the degree to which we are able to grow i.e., greater met needs = greater potential for learning application. Success, no matter how defined, and in ***any*** situation is ***directly*** related to the level of fulfilled needs. This is fact and not theory and if the purpose of education is to provide skills acquisition and application the success formula stated above must be applied in some form.

Figure 7

THREE ELEMENTS TO AFFECTIVE EDUCATION

* *SELF– AWARENESS*

* * *AWARENESS OF OTHERS*

* * * *VALUES CLARIFICATION*

Trainer's Note: *Allow for questions. Activities begin after the questions.*

***Section III** – With Appendix B, 2 Hours and 35 Minutes, Without Appendix B, 2 Hours and 15 Minutes*

ACTIVITIES

Tangle

An energizing yet structured activity to help students understand cooperation, group leadership and leader/follower roles.

> ***Trainer's Note:*** *Have groups of 6-10 people stand shoulder to shoulder in a circle. They are to hold hands so they do not have both hands of the same person or hands of a person to their right or left. The object is to untangle the group into one circle or two interlocking circles without disengaging hands. Encourage as needed. Have participants sit when they complete this activity.*

Tangle Discussion

If the objective was ***not*** achieved, what might you have done differently?

> ***Trainer's Note:*** *Encourage and list responses on the board.*

What one missing quality might have assured success?

> ***Trainer's Note:*** *Again, encourage responses. If "cooperate" is a response, have this defined according to each member's perspective.*

We have just observed group dynamics or how people relate to each other in group situations. We have discovered that cooperation, _____, _____, and _____ effect the outcome of group activity (summarize the responses).

> ***Trainer's Note:*** *If different meanings of "cooperate" are expressed, show how several definitions will effect an outcome. Stress need for clear communication.*

Who seemed to be group leader(s)? What distinctive qualities are shown for leadership?

> ***Trainer's Note:*** *Solicit two or three responses and summarize. Note differences.*

There are similarities and differences between those qualities required for leadership. How might a group leader deal with these?

> ***Trainer's Note:*** *Solicit one response.*

Notice how we moved into a social studies activity related to politics, and used an affective education activity as a lead-in to academics.

Who Am I?

> ***Trainer's Note:*** *Join the circle as a participant.*

We will now introduce the group circle concept using a written activity.

Section III (cont.)

ACTIVITIES

Who Am I? (cont.)

Trainer's Note: *Have participants refer to the* ***Who Am I?****, figure 8 activity in their workbooks.*

Circle those statements which best describe you.

Trainer's Note: *Allow 2 minutes with a 30 second warning. Ask for a response from each participant. Acknowledge each response with a "fine" or "OK" and then a "thank you." Do not evaluate –* ***(be aware of your facial expressions and body language).*** *Have someone share a specific incident that shows how they see themselves in relation to the circled statement, e.g., "I am a good person." (How does it appear?)*

When a negative is shared, ask for a specific example, e.g., "I am clumsy when I ____." "Can you tell us when you were coordinated?" Summarize that under certain conditions they are clumsy or coordinated.

Allow response time. Non judgmental observations/responses should be reinforced. Point out automatic and unfocused generalities, show the contrast between negative and positive statements. Remind them that the program focuses upon ***re-imaging*** *and stresses the positive. When activity is completed ask participants to discuss trainer's techniques which they noticed during the process.*

A 30 second response time is allowed in the group circle. Students may pass but must remain silent for this interval. This way everyone listens. Group circle was adapted from Uvaldo Palomares' "Magic Circle" for institutionalized teenagers. Other topics i.e., "what animal would you be and why?" can be used. Many value statements emerge from this exercise. All values exercises work with group circles.

Figure 8

WHO AM I?

Hey, Did You Know That Your Self-Concept *(how you see yourself)* Is Made Up Of All The Beliefs And Attitudes That You Have About Yourself?

They Actually Determine Who You Are .... What You Do ... What You Become! And YOU Are They Only One Who Determines Your Self-Concept!

No One Else Can Change It But YOU! So What Are You Waiting For?

Do You Need My Permission To Change? So OK, You Got It!

********** *A Natural Break Falls Here* **********

Section III (cont.)

ACTIVITIES

Trainer's Note: *For an alternate activity to Values Whip, see Appendix B. For regular student trainings use the activity in Appendix B* ***and*** *the Values Whip.*

Values Whip

A whip warms people quickly to an academic or affective activity. A free association values whip will be used next so we can take a good look at our values. Using few words (3-5 preferably) note your first response to the following words.

What do you associate with:

a) abortion

b) sex

c) money

Trainer's Note: *Let everyone respond. Participants may "pass" if they choose. Tell the first person who has trouble they may pass, this will let the rest of the group know.*

Those who passed might want to look at why. Why you did this reveals clues to patterns that run you and don't allow free choice. Note I didn't say passing was bad or good. If you added judgment you should look at why. In short, whatever you did was correct and worth looking at.

Trainer's Note: *Use a personal example to clarify the point, e.g., "When I've participated in whips, I keep changing, modifying, and/or refining in my mind the response until my turn. I do this as a contrast to what the others are sharing. If my thought has already been expressed, I quickly come up with a new one. I do this because I want to look good, and have the best share. This pattern runs me from time to time. When I do this, I think it makes me look good to others. Just being me isn't enough."*

Posi-Wheel

The Posi-Wheel is a positive stroking activity. It also stresses a number of other areas and skills. Increased positive self-awareness is the outcome. Listening and communication skills are involved. In the process of sharing what others call successes, students become involved in values clarification.

Trainer's Note: *Materials needed are "Success Patterns" response sheet, (figure 9), Posi-Wheel sheet, (figure 10), brightly colored ½ inch round stickers.*

Figures 9 and 10 follow on the next two pages.

Have participants fill out the "Success Patterns" sheet (prompting by example might be necessary).

Section III (cont.)

ACTIVITIES

Figure 9

SUCCESS PATTERN SHEET

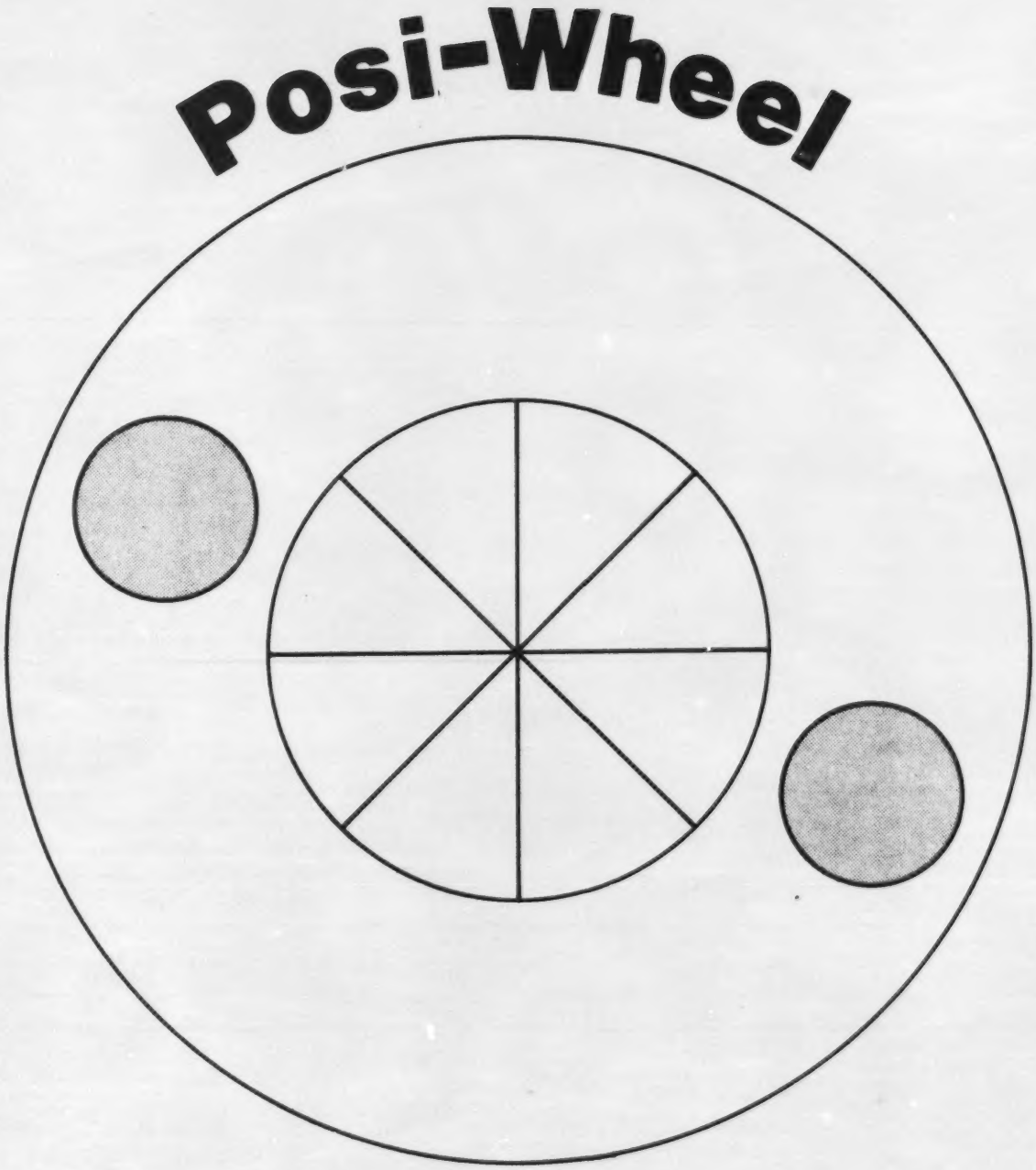
MY SUCCESS PATTERN

Period	Successes	Why
Age 0 – 8	1. 2.	
Age 9 – 12	1. 2.	
Age 13 – 15	1. 2.	
Age 16 – Present	1. 2.	
Most Successful Experience		
Success During Past Week		
Anticipated Successes in Next Few Weeks		

Success to me is:

Section III (cont.)
ACTIVITIES

Figure 10
POSI - WHEEL



Section III (cont.)

ACTIVITIES

Posi-Wheel (cont.)

Success can be learning to ride a bike, roller skate or being born.

> ***Trainer's Note:*** *In small groups (four or five) ask for a volunteer to share his/her success. Explain to the group they will be listening and writing down feelings about this person. You can write about intellect; eyes, hair, a specific success, a personality quality (warm, sensitive), etc.*
>
> *After the participant is finished, group members will get up and place their stickers on that person's posi-wheel while verbalizing the positive. You may want to model this process by being the first to place stickers on the wheel. All participants should go through both parts of the process, i.e., the giving and receiving.*

Meditation

> ***Trainer's Note:*** *Have participants remain in their posi-wheel sharing groups.*

In the next activity we will look at the value of meditation and relaxation as a self-awareness, stress reduction, classroom management tool.

Often a student's body is in class, but their mind is elsewhere. There's a little voice inside our heads talking up a storm. We all have that voice. Just listen carefully for a moment.

> ***Trainer's Note:*** *Have silence for about 10 seconds.*

Did you hear it? (For some of you its said, "what voice?" "I don't hear any voice, what's he/she talking about?")

Meditation exercises center a person in time and space. The time is now and space right here. This is a contrast to being in the future/past or another location.

There are many ways to center yourself to reap the benefit of meditation. We have used external helpers such as a candle (this is for the beginner), though we much prefer using an internal method like focusing on some internal point or reference. You will be concentrating on a spot between your eyes and above the bridge of your nose. I will serve verbally as a guide through your meditation. Notice all thoughts, sensations or emotions you try to put down.

> ***Trainer's Note:*** *Darken the room. Be sure your assistant is outside the door and that a "do not disturb" sign is on the door. Do what is appropriate to insure integrity of the room, (e.g., QUIET).*

Relax when you are ready. This takes anywhere from 20 to 25 minutes. Those of you wearing contacts may want to remove them. When you feel comfortable, close your eyes and look for that spot between your eyes and above the bridge of your nose.

Great!

Does it have a color or many colors? Is there a form or shape? Does it move? How does it move? Do you see total blackness or nothing? . . . . . .Relax (whisper).

> ***Trainer's Note:*** *Use the centering exercise on page 14 of "Anything Worth Being" manual. Stop at the end of page 14. Use whatever meditation seems appropriate given time and group mood. Feel free to improvise. If you use music, be sure to alert them to this* ***before*** *beginning the meditation (no surprises!). Have people share some of what happened to them during meditation. Do this with lights out. Slowly increase the light prior to the next activity.*

Section III (cont.)

ACTIVITIES

Life Goal

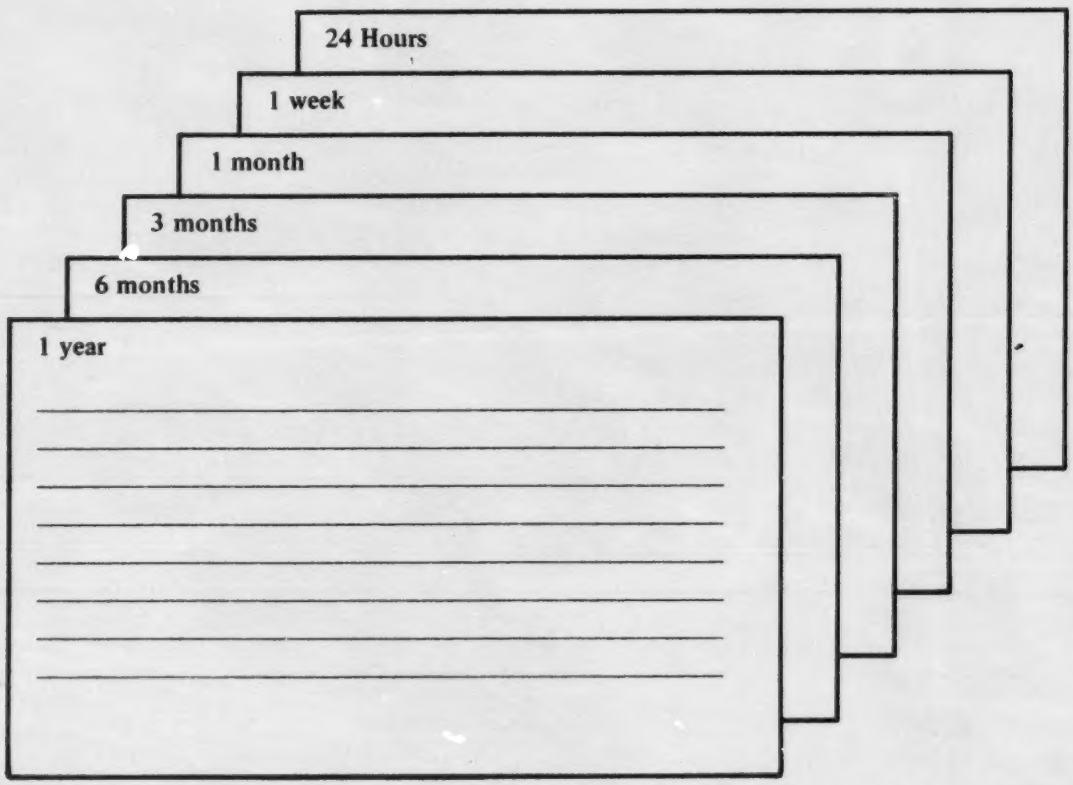
The more we can understand our goals in life, the better we can achieve them. Vague goals produce vague results. Clearly stated goals reveal the process for achieving those goals. Life confusion is often due to goal confusion. Goals provide direction for life's journey and give definite alternatives for achievement.

Some of us resist this concept and refuse to have structured goals which is fine, but notice if this can be a barrier to what you want out of life. The next exercise is designed to assist you in looking at possible life goals to be translated into terms of priorities.

> ***Trainer's Note:*** *Have participants turn to the life goal activity sheet, (figure11), on page 20 in their folders. Allow 2 minutes for the 1 year and 6 months periods; one minute for the 3 months and 1 month periods; 30 seconds for the 1 week and 24 hour periods. Give a 30 second warning on the 2 minute and 1 minute periods.*

Figure 11

LIFE GOAL ACTIVITY SHEET



Section III (cont.)

ACTIVITIES

Life Goal

Imagine you have discovered you will be dead within one year. There are no second opinions. By the end of the year you will be dead. If this is so how do you complete your life needs, experience all before your year is up? Write this down and look at everything in your life, e.g., undone or unsaid things. What needs doing to complete your life?

Great! Now, imagine you have 6 months to live. What do you want to accomplish?

Fine! Now, you have 3 months to live. Some of you will not see your next birthday (Christmas, Easter, etc.) and will be dead before _____, (give month). What do you need to complete? You may use material from the 6 month section or develop something new.

Fine! Now it's 1 month. You will be dead by _____, (insert date and month). What do you do now? You have one week to live, what is your goal now?

Finally we're down to the next 24 hours, by this time tomorrow you will be gone. What's left to do?

Trainer's Note: *Wait 30-45 seconds before continuing.*

How many noticed the same goal emerge as the days got shorter?

Trainer's Note: *Allow for sharing. Share your own experiences of this activity.*

We all know some day we will die, but function as if we won't. ***None*** of us know we have more than 24 hours to live, yet we keep procrastinating for another day. "I'll be happy when I meet the right woman, get the right job, finish my degree," etc., are samples of how we put off living happy and complete lives now. These are examples of how we make the future responsible for what we do in the present. Look at your priorities and goals. What are you doing now to achieve these? Why or why not?

********** ***A Natural Break Falls Here*** **********

Section IV – 1 Hour

SUMMARY

Trainer's Note: ***Summarize both days of workshop!*** *Answer the following questions. Then refer to the Goal Setting page in your workbook, (figure 12, next page). Process and questions are below, (list responses to number 1 & 2 on the chalkboard and have participants brainstorm ways to handle those barriers they can manage):*

1. What barriers stop you from using the techniques we presented in this workshop?
2. Look at those barriers over which you have no control.
3. Who will type your plan?
4. When may we expect to receive it?

Section IV (cont.)

SUMMARY

Figure 12

GOAL SETTING

1. Who is responsible for what?
   a) one teacher
   b) combination of teachers
2. What is your purpose for each activity? _____
3. How will you monitor what's happening? Will you monitor the facilitator?
4. How much time will you allow? (Include number of days) _____
5. What time during the day/week? _____
6. Where will class be held? _____
7. Will you need parental permission? _____
8. How many students in each group? _____
9. Who may be eliminated from participation? Why? _____
10. What materials/equipment are needed for each activity and who is responsible for supplying them?

APPENDIX A

Section III

BEHAVIORS AND APPROPRIATE RESPONSES

(For use with regular students)

We do not expect the establishment of operating instructions to cause immediate change in the behavior of problem students. Students will test any set of rules or operating instructions. We will now present some ideas for assisting students who are either unable or unwilling to participate constructively in the school program.

Teachers frequently experience frustration when a technique that works perfectly with one student has no effect on another. A review of research and writing regarding classroom management provides some very helpful information. At the risk of overgeneralizing, there are two basic types of students whose behavior troubles teachers. One group generally shows high self-control ability along with a power orientation. The second group exhibits low self-control and poor self-image. Different teacher stances prove effective with these two types.

Let us refer to the first group as "power oriented." These students see the world in terms of rules and roles surrounding the issue of power. One subgroup follows whoever holds power. They tend to value firmness and even toughness. A second subgroup tries to actively undermine or circumvent authority figures. This group is frequently associated with cultural subgroups, and no matter what their age, they tend to be very concrete in their perceptions. With them a firm assertive stance with immediate visible consequences gets results.

Trainer's Note: *Demonstrate in role play.*

The second major problem group can be called "low-control." Their behaviors generally arise from feelings in inadequacy, rejection, or self-condemnation. Again, there are two subgroups. The first is the "game player," a boisterous acting out individual. The second is generally much quieter. Feelings of failure, inadequacy and depression frequently produce and "I give up" posture. The whole "low control" group can be assisted in meeting their responsibilities with teacher support (not collusion).

Trainer's Note: *Demonstrate in role play.*

Eminent child psychologist Theodore Dreikurs provides a quick check-out method for identifying these students in order to deal with them effectively. The behavior of a given student will generally arouse certain feelings in a teacher. Obviously appropriate conduct produces calm and satisfaction. Various inappropriate behaviors arouse other feelings. Dreikurs suggests that when a teacher identifies certain feelings in him/herself while dealing with a student, then the student is probably operating out of certain motives. He gives this chart:

Teacher Feels	*Student Wants*
Intimidated - threatened	Power
Hurt	Revenge
Annoyed	Attention
Helpless	Isolation

APPENDIX A

Section III (cont.)

BEHAVIORS AND APPROPRIATE RESPONSES

After identifying his/her own response, the teacher then checks with the student at a later calm moment with verifying questions, appropriate paraphrases of the following:

Power – Do you want to be the boss and do things your way?

Revenge – Have you been hurt by people and now you want to hurt back?

Attention – Do you want me to pay more attention to you?

Isolation – Do you just want to be left alone?

The teacher notes the student's physical response as well as his/her words. The student may verbally deny his/her motivation, but if the right question was asked a change of facial expression, a shrug, a stiffening of the body, a glint in the eye will demonstrate the teacher's accuracy of insight.

If the student is power oriented, the teacher then has good information on which to base an assertive management stance. If the student relates information reflecting the attention or isolation areas, a supportive stance is indicated. Handling the revenge area calls for great caution. The student needs to be supported and at the same time it must be absolutely clear that hurting others is not allowed and that consequences will follow hurtful acts.

APPENDIX B

Section III (Day Two)

ACTIVITIES

(Values Whip alternate)

I Hope My Kid _____,

Another way to have students explore their values is to allow them to project what values they would want for ***their*** kids. The idea being that what a person values for him/herself he/she will want for his/her children. Incongruities between actions and values will often result and can lead to valuable discussion. Having parents as well as their kids do this exercise will reveal what values the kids are picking up from the parents. This may give the parent an opportunity for feedback on child rearing effectiveness.

Trainer's Note: *Have participants turn to page 21 in their workbooks.*

Figure 13

I HOPE MY KID _____,

Choose in order of importance ten of these items:

1. is honest
2. gets a good education
3. will be happy
4. is well mannered
5. learns to get along with others
6. will share his/her feelings
7. will not be prejudiced
8. will earn a good living
9. respects me
10. respects him/herself
11. will not be selfish
12. is courteous
13. does not swear
14. is healthy mentally & physically
15. knows how to defend him/herself
16. has a good sense of humor
17. will be kind to animals
18. learns to really work
19. is respected by others
20. is friendly
21. will do what he/she wants
22. can talk to me when he/she has a problem
23. has lots of friends
24. respect others
25. believes in God
26. appreciates the beauty of nature
27. doesn't get involved with drugs
28. is intelligent
29. is good at sports
30. doesn't smoke or drink
31. is mature
32. is aware of what a good relationship with the opposite sex can be
33. will not talk back to me
34. will help with jobs around the house
35. will be handsome or beautiful
36. will accept me for what I am
37. will do better than I'm doing
38. goes to church

List ten of these items in order of importance.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

APPENDIX B

Section III (Day Two cont.)

ACTIVITIES

I Hope My Kid (cont.)

Choose five values from this list of 38 which you believe are the most important values you would want your kids to have. Prioritize these values from 1 to 5 with "1" being the value of highest priority. Write these in the space provided on your worksheet.

> ***Trainer's Note:*** *Allow 4-5 minutes for this exercise giving a 30 second warning. Begin the discussion section by choosing one person to share their list of priorities. Use the following format for discussion.*

What was your number 1 priority value for your kids (or grandkids)? What does it mean to you to be _____? (insert the value stated by the participant)

Why is that value important?

> ***Trainer's Note:*** *For groups of approximately ten or less, everyone should have the opportunity to respond. Use your judgment with larger groups.*

Quite often people value something according to their understanding of the meaning of the words used on the worksheet, or images which these words stimulate from their past. For example, being well mannered might be viewed as being a "softy" or a "goodie-two-shoes" (for some an abhorrent trait) and on the other hand to being kind and supportive of others' rights. We will respond according to our evoked images. You can see how this can confound communication. In fact, according to some researchers, 7% of actual communication happens at a verbal level with 57% at the body language level with 35% or so coming from such things as voice pitch and intonation.

Have you ever heard someone say, "I love you," but the message was "I hate you?" People are capable of detecting incongruity, e.g., one knows when he/she is being lied to. For this reason we need to be clear about our purpose (as discussed earlier) for it is that purpose which will be communicated. Being unclear or confused about your purpose can show up as confusion in results. It can also be threatening to children who seek structure in their lives. Some children's behavior, arising from the need for security, may not always be appropriate when they are responding to a perceived incongruity. Being congruent on all three communication levels provides the opportunity for kids to see their teachers as being real.

Articulating a problem can also lead to a solution. Providing a secure environment does not mean that you have to always appear confident. Students will react much more to perceived incongruity than to you showing occasional weakness. How you resolve your confusion or your problem can be a valuable learning experience for them, do not cheat them out of it.

> ***Trainer's Note:*** *Allow time for questions, considerations and dialogue. (For participant information, the "I Hope My Kid" exercise is on pages 87 and 88 of* ***The Laundry Works*** *manual.)*

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